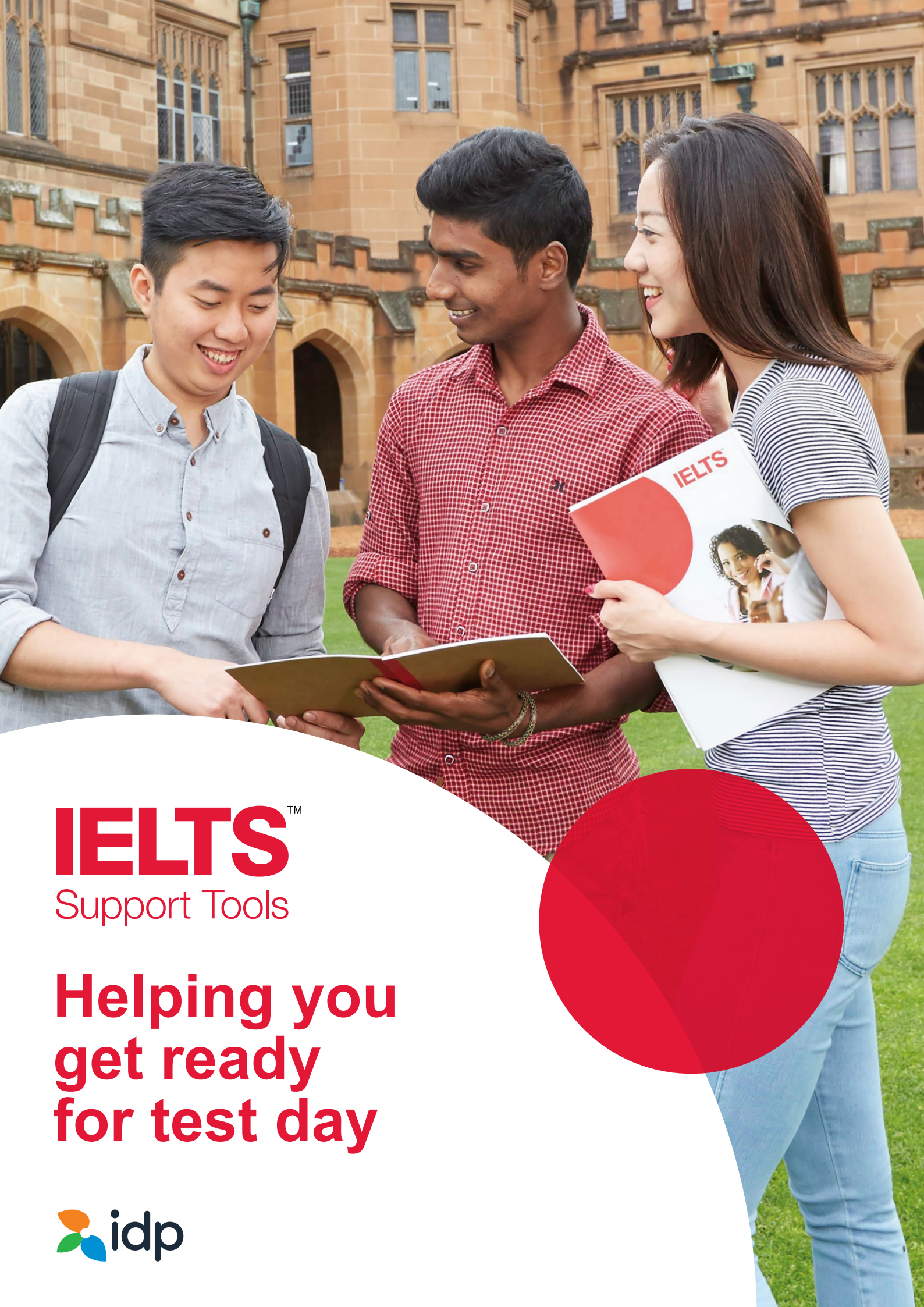

IELTS™
Support Tools

Helping you get ready for test day

idp

IELTS THERAPY

Everything you need
for higher bands!

t.me/ieltstherapy

The test that opens doors around the world

This booklet provides an overview of the IELTS test and some tools and advice to help you prepare.

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The International English Language Testing System (IELTS) is designed to assess the language ability of people who want to study or work where English is the language of communication.

IELTS is recognised by more than 10,000 organisations including educational institutions, employers, professional associations and governments, in more than 140 countries around the world.

Accessible and convenient
Available from more than 1,200 locations in 140 countries, there's an IELTS test near you. To find out test dates in your area, please contact your nearest IELTS test centre. A list of IDP IELTS test locations is available at IELTSessentials.com/testcentres.

The international test
IELTS is internationally focused in its content. For example, texts and tasks are sourced from publications from all over the English-speaking world; a range of native-speaker accents (North American, Australian, New Zealand, etc.) are used in the Listening test; and all standard varieties of English are accepted in test takers' written and spoken responses.

The test that's tried and trusted
IELTS has been developed by some of the world's leading experts in language assessment and is supported by an extensive program of research, validation and test development.

The level of the test
IELTS is designed to assess English language skills across a wide range of levels. There is no 'pass' or 'fail' in IELTS. Results are reported as band scores on a scale of 1 (the lowest) to 9 (the highest).

Introducing computer-delivered IELTS
You now have the choice between taking IELTS on paper or on computer.

With computer-delivered IELTS there are more test dates and sessions available, allowing you to choose a test time most convenient for you.

– Results in 5-7 days

– More tests, more days of the week

– Face-to-face Speaking test

To find out more about computer-delivered IELTS, where it is available, or to register for your test, visit: IELTSessentials/oncomputer

Computer or paper – your IELTS, your choice

The IELTS band score scale	
9	Expert user
8	Very good user
7	Good user
6	Competent user
5	Modest user
4	Limited user
3	Extremely limited user
2	Intermittent user
1	Non-user
0	Did not attempt the test

IELTS for UK Visas and Immigration
Find out how you can use an IELTS result for this purpose at **IELTSessentials.com/uk.** For more information on going to or staying in the UK, visit **www.gov.uk**.

Understanding IELTS Academic and IELTS General Training

Before booking your test, understand if you need IELTS Academic or IELTS General Training.

IELTS is available in two different versions: Academic and General Training. Each organisation that accepts IELTS will normally specify which version of IELTS you will need for your application. In some cases either IELTS Academic or IELTS General Training may be accepted. If you are in doubt as to which to take, you should contact the organisation you are applying to in order to check their requirements.

In both IELTS Academic and IELTS General Training tests, you are tested on all four language skills – Listening, Reading, Writing and Speaking – unless you have an exemption due to a disability. Everyone takes the same Listening and Speaking tests. There are different Reading and Writing tests for IELTS Academic and IELTS General Training.

IELTS Academic

Listening* (30 minutes)
- Four recorded monologues and conversations

Reading (60 minutes)
- Three long reading passages with tasks
- Texts may include diagrams, graphs or illustrations
- Texts are taken from books, journals, magazines and newspapers

Writing (60 minutes)

Summarise, describe or explain a table, graph, chart or diagram
- Short essay task of at least 250 words

Speaking* (11 to 14 minutes)
- Face-to-face interview without disruptions or distractions
- Includes short questions, speaking at length about a familiar topic and a structured discussion

IELTS General Training

Listening* (30 minutes)
- Four recorded monologues and conversations

Reading (60 minutes)
- Section 1 contains two or three short factual texts
- Section 2 contains two short, work-related, factual texts
- Section 3 contains one longer text on a topic of general interest
- Texts are authentic and taken from notices, advertisements, company handbooks, official documents, books and newspapers

Writing (60 minutes)
- Letter writing task of at least 150 words
- Short essay task of at least 250 words

Speaking* (11 to 14 minutes)
- Face-to-face interview without disruptions or distractions
- Includes short questions, speaking at length about a familiar topic and a structured discussion

* The Listening and Speaking sections are the same for both IELTS Academic and IELTS General Training.

Computer or paper
Your IELTS, your choice

Whether you take IELTS on paper or computer, you can be confident that you are taking the same trusted English language test.

	Computer-delivered IELTS	Paper-based IELTS
Delivery	Listening Reading Writing	Listening Reading Writing
	Speaking Face-to-face Speaking test with a certified IELTS examiner.	
Results available	5-7 days	13 days
Booking & registration	Look for a computer icon when booking your test at *IELTSregistration.com*	Look for a paper icon when booking your test at *IELTSregistration.com*
Test availability	Up to 5 days a week*	Up to 48 days per year (Thursdays and Saturdays)
Length of the test	Listening (30 minutes) Reading (60 minutes) Writing (60 minutes) Speaking (11-14 minutes)	Listening (30 minutes) Reading (60 minutes) Writing (60 minutes) Speaking (11-14 minutes)

*Please check with your local test centre for the available computer-delivered IELTS sessions.

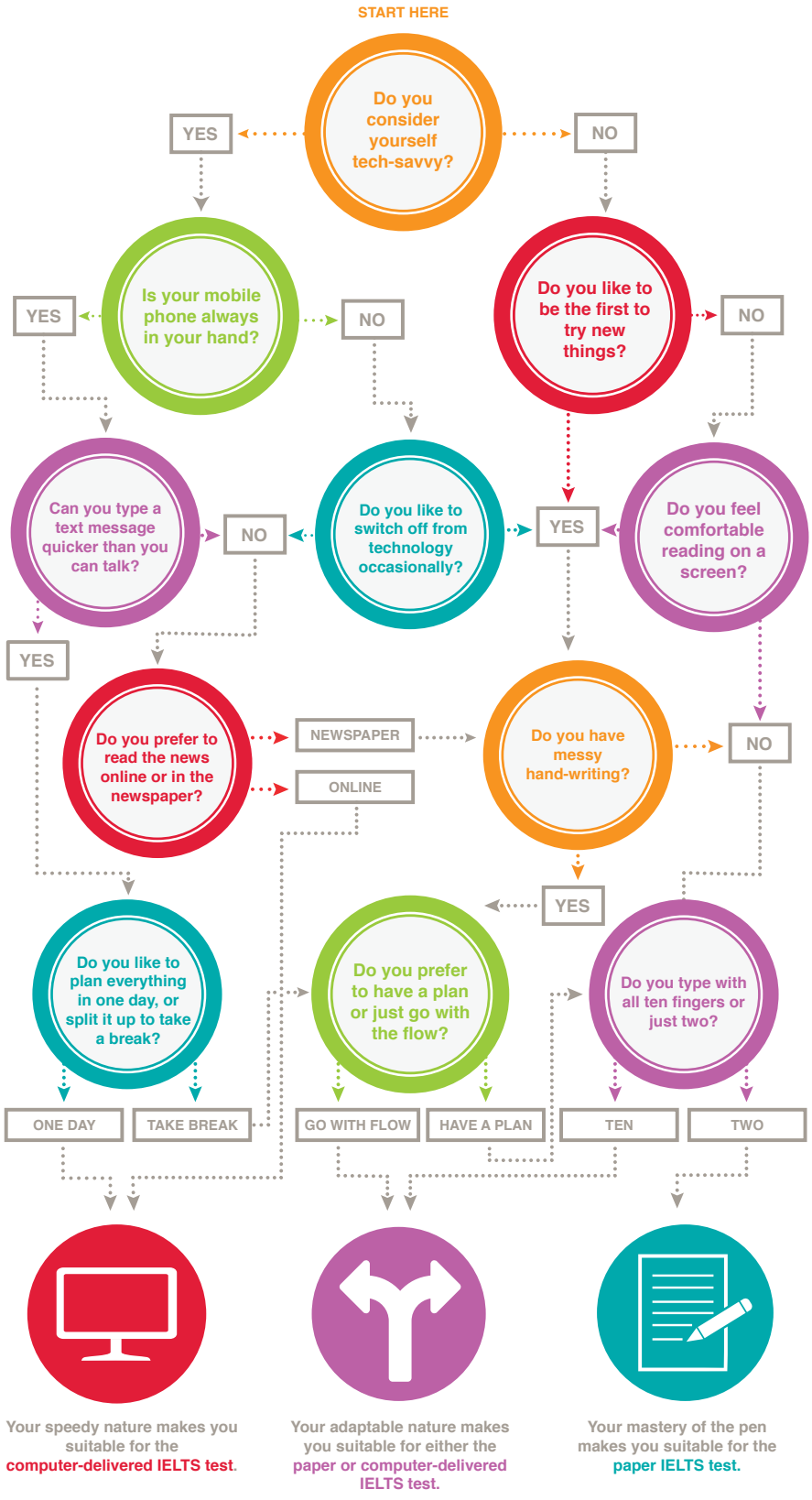
Still the world's leading high-stakes test with no change to:

- ✓ Content
- ✓ Marking
- ✓ Timings
- ✓ Security arrangements
- ✓ Question types
- ✓ Speaking test delivery (face-to-face)

Which IELTS is best for you?

Some fun activities

Computer-delivered IELTS or paper-based IELTS?
The choice is yours, let's explore.


START HERE
Do you consider yourself tech-savvy?
YES
NO
Is your mobile phone always in your hand?
YES
NO
Do you like to be the first to try new things?
NO
Can you type a text message quicker than you can talk?
NO
Do you like to switch off from technology occasionally?
YES
Do you feel comfortable reading on a screen?
YES
Do you prefer to read the news online or in the newspaper?
NEWSPAPER
ONLINE
Do you have messy hand-writing?
NO
YES
Do you like to plan everything in one day, or split it up to take a break?
Do you prefer to have a plan or just go with the flow?
Do you type with all ten fingers or just two?
ONE DAY
TAKE BREAK
GO WITH FLOW
HAVE A PLAN
TEN
TWO
Your speedy nature makes you suitable for the computer-delivered IELTS test.
Your adaptable nature makes you suitable for either the paper or computer-delivered IELTS test.
Your mastery of the pen makes you suitable for the paper IELTS test.

Visit IELTSessentials.com/oncomputer

* Please note that this flowchart is for reference purposes only. Choose the best option based on your preferences.

IELTS nine-band scale

Your performance on test day in each language skill – Listening, Reading, Writing and Speaking – is reported as a band score on a scale of 1 (the lowest) to 9 (the highest). All parts of the test and the overall band score are reported in whole or half bands (e.g. 6.0, 6.5, 7.0, 7.5, etc.).

9	**Expert user**	Has fully operational command of the language: appropriate, accurate and fluent with complete understanding.
8	**Very good user**	Has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriacies. Misunderstandings may occur in unfamiliar situations. Handles complex, detailed argumentation well.
7	**Good user**	Has operational command of the language, although with occasional inaccuracies, inappropriacies and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning.
6	**Competent user**	Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.
5	**Modest user**	Has partial command of the language, coping with overall meaning in most situations, although is likely to make many mistakes. Should be able to handle basic communication in own field.
4	**Limited user**	Basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language.
3	**Extremely limited user**	Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur.
2	**Intermittent user**	No real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty understanding spoken and written English.
1	**Non-user**	Essentially has no ability to use the language beyond possibly a few isolated words.
0	**Did not attempt the test**	No assessable information provided.

Tips for your Listening test

Listening test format, 30 minutes

The Listening section is the same for both versions of IELTS (Academic and General Training). There are four parts. You will hear the recording only once. A variety of voices and native-speaker accents are used.

Section 1: A conversation between two people set in an everyday social context (e.g. a conversation about accommodation).

Section 2: A monologue set in an everyday social context (e.g. a speech about local facilities or about arrangements for meals during a conference).

Section 3: A conversation between up to four people set in an educational or training context (e.g. a university tutor and a student discussing an assignment, or a group of people planning a project).

Section 4: A talk (e.g. a university lecture).

Tips

1. At the beginning of each section read the questions for that section carefully, before the recording starts. This will help you to follow the recording and identify the answers.
2. After completing a section, it is better to look ahead and read the questions for the next section than to worry about the last section.
3. You will sometimes have a list of options to choose from as answers. The possible answers may be listed in alphabetical order and not necessarily in the order you will hear them.
4. Be careful to note word limits. If there is an instruction: *Write no more than two words*, writing more than two words will mean you will receive no marks at all for your answer, even if some of the words are correct.
5. Try to listen for key words or synonyms (words that have the same or nearly the same meaning as another word) from the question to help you identify the answer. For example, in the recording you might hear: “She likes going to the gym and playing tennis. On your answer sheet/screen (in computer-delivered IELTS), this could appear as “She is an active person.”
6. You may be asked to write down words that have been spelled out in the recording. In order to do this well, you need to know the English alphabet and how each letter is pronounced (for example, the letter ‘W’ is pronounced as ‘double-u’).
7. Listen carefully for words that indicate which stage of the recording you are listening to, e.g. ‘firstly’, ‘my next point’, ‘to sum up’. These words will help you identify which question you have reached.
8. As you are listening to the recording, cross out options that don’t fit. This makes it easier for you to find the right answer.
9. If you are writing dates as an answer to any question, remember that there are several correct ways to write them (e.g. 24th April, April 24 and 24 April are all correct).
10. If there are questions you cannot answer leave them and move on to the next question. This will help you to stay calm and positive. Go back to those questions at the end, if you have time.
11. In paper-based IELTS, after the last recording has ended you have 10 minutes to transfer your answers from the Listening booklet to your answer sheet. Don’t make the mistake of copying these answers across to the answer sheet in between sections or you may miss important information about the next section of the test. Wait until the end of Section 4 before transferring your answers.

    Note: There is no 10 minutes of transfer time for computer-delivered IELTS.

Tips for your Reading test

Reading test format – IELTS Academic, 60 minutes

There are three sections, each containing one long text.

The texts are all real and are taken from books, magazines and newspapers. They have been written for a non-specialist audience and are on academic topics of general interest, which means you do not need specialist knowledge to do well.

The texts are appropriate to, and accessible to, candidates entering undergraduate or postgraduate courses or seeking professional registration.

Texts range from the descriptive and factual to the discursive and analytical. Texts may contain non-verbal materials such as diagrams, graphs or illustrations.

If texts contain technical terms, then a simple glossary is provided.

Reading test format – IELTS General Training, 60 minutes

There are three sections.

Section 1: Contains two or three short factual texts, one of which may be composite (consisting of 6-8 short texts related by topic, e.g. hotel advertisements). Topics are relevant to everyday life in an English-speaking country.

Section 2: Contains two short factual texts focusing on work-related issues (e.g. applying for jobs, company policies, pay and conditions, workplace facilities, staff development and training).

Section 3: Contains one longer, more complex text on a topic of general interest.

You will be reading real passages taken from notices, advertisements, company handbooks, official documents, books, magazines and newspapers.

Tips

1. To improve your performance in the Reading test you need to practise reading a variety of English texts. This will help you develop the ability to read quickly.
2. Read every question carefully first before reading the passages. This will make it easier for you to find the answers. Underline possible answers as you go. In computer-delivered IELTS, you can highlight or make notes on a section of text.
3. When you come to reading the passage, read it quickly the first time in order to get a general idea of what it's about. Don't worry about words you do not understand. Then read each question again to remind yourself which parts of the passage you will need to read again in detail.
4. The Reading passages *always* contain the information you need to answer the question. You won't have to use your own knowledge of a topic.
5. If you are copying words from a question or reading passage to use in your answer, remember that your spelling must be accurate.
6. The Reading test may sometimes include questions that test your overall understanding of a passage. For example, the question may ask what the topic of a particular passage is. Try underlining or highlighting key words and ideas in each paragraph as you read to help you understand the key message of each passage.
7. Circle, underline or highlight key words as you read. For example, if a reading passage contains many place names or dates, circle or highlight them as you go along. This will make it easier to find these details later if they come up in any of the questions.
8. If you are asked to label a diagram, you will find the words you need in the text. Be sure to copy them carefully from the text with the correct spelling.
9. If there are questions you cannot answer, leave them and move on to the next question. This will help you to stay calm and positive. Go back to those questions at the end, if you have time.
10. In paper-based IELTS, make sure you write down your answers for the Reading test on the answer sheet – not the question paper. There will be no extra time to transfer your answers after the Reading test.

Tips for your Writing test

Writing test format – IELTS Academic, 60 minutes

There are two parts. Responses to Task 1 and Task 2 should be written in an academic, semi-formal or neutral style.

Task 1: You are presented with a graph, table, chart or diagram and are asked to summarise and report the information in your own words. You may be asked to select and compare data, describe the stages of a process, describe an object or how something works.

Task 2: You are asked to write an essay in response to a point of view, argument or problem. Task 2 contributes twice as much as Task 1 to the Writing score.

The issues raised are of general interest to, suitable for and easily understood by test takers entering undergraduate or postgraduate studies or seeking professional registration.

Writing test format – IELTS General Training, 60 minutes

There are two parts. Topics are of general interest.

Task 1: You are presented with a situation and are asked to write a letter requesting information or explaining the situation. The letter may be personal, semi-formal or formal in style.

Task 2: You are asked to write an essay in response to a point of view, argument or problem. The essay can be less formal in style with a more personal response than the Academic Writing Task 2 essay. Task 2 contributes twice as much as Task 1 to the Writing score.

Tips

1. In your Writing test there are no right or wrong answers or opinions. The examiners are assessing how well you can use your English to report information and express ideas.
2. Analyse the questions carefully to make sure your answer addresses all the points covered by the question.
3. Notice the minimum word limit. If you write less than 150 words for Task 1 and less than 250 for Task 2, you will lose marks.
4. Be careful to use your own words because the examiner will not include words copied from the question in the word count.
5. You must write both your answers in full, not in note form or in bullet points. You must arrange your ideas in paragraphs, to show the examiner that you are able to organise your main and supporting points.
6. You do not have to write very long sentences to do well in your Writing test. If sentences are too long, they will become less coherent and also make it harder for you to control the grammar.
7. In Academic Writing Task 1 you have to select and compare relevant information from data presented in a graph, table or diagram. In your introduction, do not copy the text from the question. Use your own words. You shouldn't try to interpret or give reasons for the data; keep your response factual.
8. Task 2 of the Academic Writing test is an essay. Don't forget to plan your essay structure before you start writing. You should include an introduction, ideas to support your argument or opinion, real-life examples to illustrate your points, and a conclusion based on the information you have provided.
9. You have 40 minutes to write your Task 2 essay. Make sure you give yourself up to five minutes to plan your answer before you start writing. Also leave five minutes at the end to review your answer and check for mistakes.
10. Make your position or point of view as clear as possible in your essay for Academic Writing Task 2. Your last paragraph should be a conclusion that is consistent with the arguments you have included in your essay.
11. Memorising a model answer for the Writing test won't help you. The examiner will see that your answer does not match the topic of the essay.
12. Many candidates confuse singular and plural nouns. For example, the plural form for many nouns includes an 's' – students, journals, articles, issues. Pay attention to this when writing/typing (in computer-delivered IELTS).
13. Take care to spell words correctly. Standard American, Australian and British spellings are acceptable in IELTS.

Tips for your Speaking test

Speaking test format, 11–14 minutes

The Speaking section is the same for both versions of IELTS (Academic and General Training). In computer-delivered IELTS, the Speaking test remains face-to-face with a certified IELTS examiner. There are three parts. The test is recorded.

Part 1: Introduction and interview (*4–5 minutes*). The examiner introduces him/herself and asks you to introduce yourself and confirm your identity. The examiner asks you general questions on familiar topics (e.g. family, work, studies and interests).

Part 2: Individual long turn (*3–4 minutes*). The examiner gives you a task card that asks you to talk about a particular topic and which includes points you can cover in your talk. You are given one minute to prepare your talk, and you are given a pencil and paper to make notes. You talk for one to two minutes on the topic. The examiner then asks you one or two questions on the same topic.

Part 3: Two-way discussion (*4–5 minutes*). The examiner asks further questions that are connected to the topic of Part 2. This gives you an opportunity to discuss more general issues and ideas.

Tips

1. In the lead up to the Speaking test, make sure you take the time to practise speaking English – with friends, at work and on the phone. You should also consider recording yourself, so that you are confident speaking English during your test.
2. There are no right or wrong answers in the Speaking test. The examiner will assess you on how well you can express your ideas and opinions in good English.
3. It will help you to feel relaxed if you imagine you are talking to a friend. Remember that you are not being assessed on your opinions, rather on your use of English.
4. Try to avoid repeating the words used in the examiner's question. Use your own words to show the examiner your full ability.
5. Speak clearly and at a natural pace. If you speak too quickly, you may make mistakes or pronounce words incorrectly.
6. Answer in as much detail as you can. Don't just answer 'yes' or 'no'. Try to develop your response to each question − draw on your own experience and give examples. The examiner wants to hear whether you can talk at length on a range of topics.
7. Use the correct verb tense when answering questions in the Speaking test. Listen carefully to the question and notice which verb tense is used. For example, if the question is 'What kind of music do you like?' (in the present tense) your answer should also be in the present tense (e.g. '*I like pop music best*'). You can go on to use other tenses as you extend your response, e.g. '*I haven't always enjoyed that kind of music...*'.
8. Practise the pronunciation of numbers to be sure that your meaning is clear. For example, many numbers can sound very similar when spoken, so be sure to say them clearly, e.g. 'Thirty' and 'Thirteen', 'Forty' and 'Fourteen', 'Fifty' and 'Fifteen', etc.
9. It is better to use simple, commonly used vocabulary and to use it correctly than to use advanced vocabulary that you are unsure about. However, to get a high score, you must show you know how to use more advanced vocabulary.
10. In Part 2, the examiner will give you a task card and some paper. You then have one minute to prepare your answer. First think about the topic and then decide which is the most appropriate tense to use in your response. You should use the same tense(s) as the questions on the card.
11. Try to answer as fully as possible and give reasons for your answers. This will help you to use a wider range of vocabulary and grammar.

How your skills are assessed

There is no pass or fail in an IELTS test – your test results provide a profile of your ability to use English.

The nine-band scoring system

IELTS uses a nine-band scoring system to measure your test results. You will receive individual scores for each of the four skills in Listening, Reading, Writing and Speaking, and an overall band score on a scale of 1 (the lowest) to 9 (the highest).

Marking performance fairly

Examiners do not see any of your personal details (including any previous scores if you have sat the test before), which ensures that they mark your performance anonymously and fairly. Different examiners also mark different sections of your test.

Assessed by highly qualified examiners

Your test results are assessed by examiners who are highly qualified and experienced English language professionals. They work to clearly defined criteria and are subject to extensive and detailed quality control procedures.

Global assessment criteria

Your IELTS test is marked with the same assessment criteria used all over the world. You are no more likely to receive a higher band score in one country than another.

Whether you take IELTS on paper or computer, you can be confident that you are taking the same trusted English language test.

Speaking assessment criteria

Band	Fluency and coherence	Lexical resource	Grammatical range and accuracy	Pronunciation
9	• speaks fluently with only rare repetition or self-correction; any hesitation is content-related rather than to find words or grammar • speaks coherently with fully appropriate cohesive features • develops topics fully and appropriately	• uses vocabulary with full flexibility and precision in all topics • uses idiomatic language naturally and accurately	• uses a full range of structures naturally and appropriately • produces consistently accurate structures apart from 'slips' characteristic of native speaker speech	• uses a full range of pronunciation features with precision and subtlety • sustains flexible use of features throughout • is effortless to understand
8	• speaks fluently with only occasional repetition or self-correction; hesitation is usually content-related and only rarely to search for language • develops topics coherently and appropriately	• uses a wide vocabulary resource readily and flexibly to convey precise meaning • uses less common and idiomatic vocabulary skilfully, with occasional inaccuracies • uses paraphrase effectively as required	• uses a wide range of structures flexibly • produces a majority of error-free sentences with only very occasional inappropriacies or basic/non-systematic errors	• uses a wide range of pronunciation features • sustains flexible use of features, with only occasional lapses • is easy to understand throughout; L1 accent has minimal effect on intelligibility
7	• speaks at length without noticeable effort or loss of coherence • may demonstrate language-related hesitation at times, or some repetition and/or self-correction • uses a range of connectives and discourse markers with some flexibility	• uses vocabulary resource flexibly to discuss a variety of topics • uses some less common and idiomatic vocabulary and shows some awareness of style and collocation, with some inappropriate choices • uses paraphrase effectively	• uses a range of complex structures with some flexibility • frequently produces error-free sentences, though some grammatical mistakes persist	• shows all the positive features of Band 6 and some, but not all, of the positive features of Band 8
6	• is willing to speak at length, though may lose coherence at times due to occasional repetition, self-correction or hesitation • uses a range of connectives and discourse markers but not always appropriately	• has a wide enough vocabulary to discuss topics at length and make meaning clear in spite of inappropriacies • generally paraphrases successfully	• uses a mix of simple and complex structures, but with limited flexibility • may make frequent mistakes with complex structures, though these rarely cause comprehension problems	• uses a range of pronunciation features with mixed control • shows some effective use of features but this is not sustained • can generally be understood throughout, though mispronunciation of individual words or sounds reduces clarity at times
5	• usually maintains flow of speech but uses repetition, self-correction and/or slow speech to keep going • may over-use certain connectives and discourse markers • produces simple speech fluently, but more complex communication causes fluency problems	• manages to talk about familiar and unfamiliar topics but uses vocabulary with limited flexibility • attempts to use paraphrase but with mixed success	• produces basic sentence forms with reasonable accuracy • uses a limited range of more complex structures, but these usually contain errors and may cause some comprehension problems	• shows all the positive features of Band 4 and some, but not all, of the positive features of Band 6
4	• cannot respond without noticeable pauses and may speak slowly, with frequent repetition and self-correction • links basic sentences but with repetitious use of simple connectives and some breakdowns in coherence	• is able to talk about familiar topics but can only convey basic meaning on unfamiliar topics and makes frequent errors in word choice • rarely attempts paraphrase	• produces basic sentence forms and some correct simple sentences but subordinate structures are rare • errors are frequent and may lead to misunderstanding	• uses a limited range of pronunciation features • attempts to control features but lapses are frequent • mispronunciations are frequent and cause some difficulty for the listener
3	• speaks with long pauses • has limited ability to link simple sentences • gives only simple responses and is frequently unable to convey basic message	• uses simple vocabulary to convey personal information • has insufficient vocabulary for less familiar topics	• attempts basic sentence forms but with limited success, or relies on apparently memorised utterances • makes numerous errors except in memorised expressions	• shows some of the features of Band 2 and some, but not all, of the positive features of Band 4
2	• pauses lengthily before most words • little communication possible	• only produces isolated word or memorised utterances	• cannot produce basic sentence forms	• speech is often unintelligible
1	• no communication possible • no rateable language			
0	• does not attend			

IELTS is jointly owned by the British Council, IDP: IELTS Australia and Cambridge Assessment English.

Writing assessment criteria – Task 1

Band	Task achievement	Coherence and cohesion	Lexical resource	Grammatical range and accuracy
9	• fully satisfies all the requirements of the task • clearly presents a fully developed response	• uses cohesion in such a way that it attracts no attention • skilfully manages paragraphing	• uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips'	• uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips'
8	• covers all requirements of the task sufficiently • presents, highlights and illustrates key features/bullet points clearly and appropriately	• sequences information and ideas logically • manages all aspects of cohesion well • uses paragraphing sufficiently and appropriately	• uses a wide range of vocabulary fluently and flexibly to convey precise meanings • skilfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation • produces rare errors in spelling and/or word formation	• uses a wide range of structures • the majority of sentences are error-free • makes only very occasional errors or inappropriacies
7	• covers the requirements of the task • (A) presents a clear overview of main trends, differences or stages • (GT) presents a clear purpose, with the tone consistent and appropriate • clearly presents and highlights key features/bullet points but could be more fully extended	• logically organises information and ideas; there is clear progression throughout • uses a range of cohesive devices appropriately although there may be some under-/ over-use	• uses a sufficient range of vocabulary to allow some flexibility and precision • uses less common lexical items with some awareness of style and collocation • may produce occasional errors in word choice, spelling and/or word formation	• uses a variety of complex structures • produces frequent error-free sentences • has good control of grammar and punctuation but may make a few errors
6	• addresses the requirements of the task • (A) presents an overview with information appropriately selected • (GT) presents a purpose that is generally clear; there may be inconsistencies in tone • presents and adequately highlights key features/bullet points but details may be irrelevant, inappropriate or inaccurate	• arranges information and ideas coherently and there is a clear overall progression • uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical • may not always use referencing clearly or appropriately	• uses an adequate range of vocabulary for the task • attempts to use less common vocabulary but with some inaccuracy • makes some errors in spelling and/or word formation, but they do not impede communication	• uses a mix of simple and complex sentence forms • makes some errors in grammar and punctuation but they rarely reduce communication
5	• generally addresses the task; the format may be inappropriate in places • (A) recounts detail mechanically with no clear overview; there may be no data to support the description • (GT) may present a purpose for the letter that is unclear at times; the tone may be variable and sometimes inappropriate • presents, but inadequately covers, key features/ bullet points; there may be a tendency to focus on details	• presents information with some organisation but there may be a lack of overall progression • makes inadequate, inaccurate or over-use of cohesive devices • may be repetitive because of lack of referencing and substitution	• uses a limited range of vocabulary, but this is minimally adequate for the task • may make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader	• uses only a limited range of structures • attempts complex sentences but these tend to be less accurate than simple sentences • may make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader
4	• attempts to address the task but does not cover all key features/bullet points; the format may be inappropriate • (GT) fails to clearly explain the purpose of the letter; the tone may be inappropriate • may confuse key features/bullet points with detail; parts may be unclear, irrelevant, repetitive or inaccurate	• presents information and ideas but these are not arranged coherently and there is no clear progression in the response • uses some basic cohesive devices but these may be inaccurate or repetitive	• uses only basic vocabulary which may be used repetitively or which may be inappropriate for the task • has limited control of word formation and/or spelling • errors may cause strain for the reader	• uses only a very limited range of structures with only rare use of subordinate clauses • some structures are accurate but errors predominate, and punctuation is often faulty
3	• fails to address the task, which may have been completely misunderstood • presents limited ideas which may be largely irrelevant/repetitive	• does not organise ideas logically • may use a very limited range of cohesive devices, and those used may not indicate a logical relationship between ideas	• uses only a very limited range of words and expressions with very limited control of word formation and/or spelling • errors may severely distort the message	• attempts sentence forms but errors in grammar and punctuation predominate and distort the meaning
2	• answer is barely related to the task	• has very little control of organisational features	• uses an extremely limited range of vocabulary; essentially no control of word formation and/or spelling	• cannot use sentence forms except in memorised phrases
1	• answer is completely unrelated to the task	• fails to communicate any message	• can only use a few isolated words	• cannot use sentence forms at all
0	• does not attend • does not attempt the task in any way • writes a totally memorised response			

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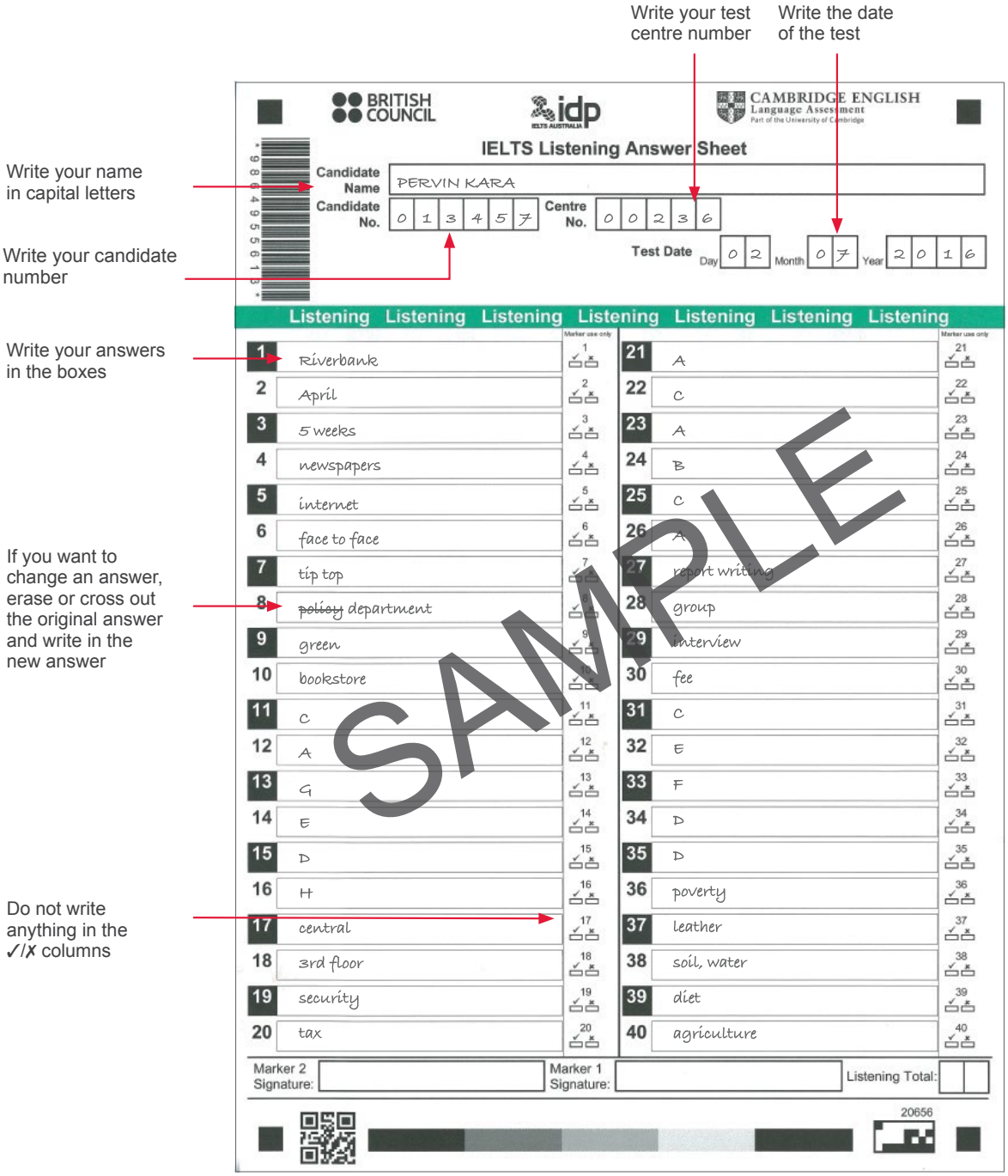
Writing assessment criteria – Task 2

Band	Task response	Coherence and cohesion	Lexical resource	Grammatical range and accuracy
9	• fully addresses all parts of the task • presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas	• uses cohesion in such a way that it attracts no attention • skilfully manages paragraphing	• uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips'	• uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips'
8	• sufficiently addresses all parts of the task • presents a well-developed response to the question with relevant, extended and supported ideas	• sequences information and ideas logically • manages all aspects of cohesion well • uses paragraphing sufficiently and appropriately	• uses a wide range of vocabulary fluently and flexibly to convey precise meanings • skilfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation • produces rare errors in spelling and/or word formation	• uses a wide range of structures • the majority of sentences are error-free • makes only very occasional errors or inappropriacies
7	• addresses all parts of the task • presents a clear position throughout the response • presents, extends and supports main ideas, but there may be a tendency to over-generalise and/or supporting ideas may lack focus	• logically organises information and ideas; there is clear progression throughout • uses a range of cohesive devices appropriately although there may be some under-/over-use • presents a clear central topic within each paragraph	• uses a sufficient range of vocabulary to allow some flexibility and precision • uses less common lexical items with some awareness of style and collocation • may produce occasional errors in word choice, spelling and/or word formation	• uses a variety of complex structures • produces frequent error-free sentences • has good control of grammar and punctuation but may make a few errors
6	• addresses all parts of the task although some parts may be more fully covered than others • presents a relevant position although the conclusions may become unclear or repetitive • presents relevant main ideas but some may be inadequately developed/unclear	• arranges information and ideas coherently and there is a clear overall progression • uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical • may not always use referencing clearly or appropriately • uses paragraphing, but not always logically	• uses an adequate range of vocabulary for the task • attempts to use less common vocabulary but with some inaccuracy • makes some errors in spelling and/or word formation, but they do not impede communication	• uses a mix of simple and complex sentence forms • makes some errors in grammar and punctuation but they rarely reduce communication
5	• addresses the task only partially; the format may be inappropriate in places • expresses a position but the development is not always clear and there may be no conclusions drawn • presents some main ideas but these are limited and not sufficiently developed; there may be irrelevant detail	• presents information with some organisation but there may be a lack of overall progression • makes inadequate, inaccurate or over-use of cohesive devices • may be repetitive because of lack of referencing and substitution • may not write in paragraphs, or paragraphing may be inadequate	• uses a limited range of vocabulary, but this is minimally adequate for the task • may make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader	• uses only a limited range of structures • attempts complex sentences but these tend to be less accurate than simple sentences • may make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader
4	• responds to the task only in a minimal way or the answer is tangential; the format may be inappropriate • presents a position but this is unclear • presents some main ideas but these are difficult to identify and may be repetitive, irrelevant or not well supported	• presents information and ideas but these are not arranged coherently and there is no clear progression in the response • uses some basic cohesive devices but these may be inaccurate or repetitive • may not write in paragraphs or their use may be confusing	• uses only basic vocabulary which may be used repetitively or which may be inappropriate for the task • has limited control of word formation and/or spelling; errors may cause strain for the reader	• uses only a very limited range of structures with only rare use of subordinate clauses • some structures are accurate but errors predominate, and punctuation is often faulty
3	• does not adequately address any part of the task • does not express a clear position • presents few ideas, which are largely undeveloped or irrelevant	• does not organise ideas logically • may use a very limited range of cohesive devices, and those used may not indicate a logical relationship between ideas	• uses only a very limited range of words and expressions with very limited control of word formation and/or spelling • errors may severely distort the message	• attempts sentence forms but errors in grammar and punctuation predominate and distort the meaning
2	• barely responds to the task • does not express a position • may attempt to present one or two ideas but there is no development	• has very little control of organisational features	• uses an extremely limited range of vocabulary; essentially no control of word formation and/or spelling	• cannot use sentence forms except in memorised phrases
1	• answer is completely unrelated to the task	• fails to communicate any message	• can only use a few isolated words	• cannot use sentence forms at all
0	• does not attend • does not attempt the task in any way • writes a totally memorised response			

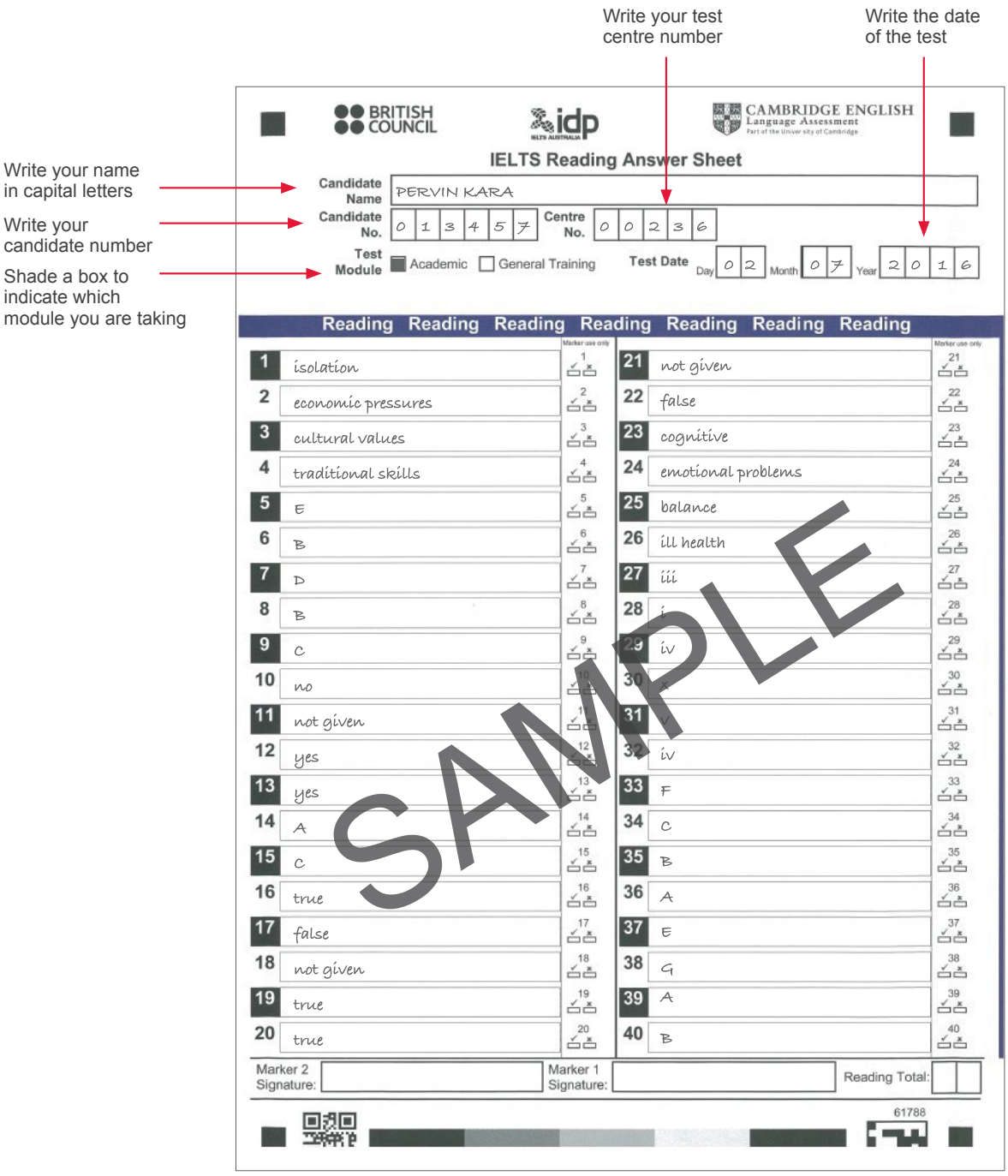
IELTS is jointly owned by the British Council, IDP: IELTS Australia and Cambridge Assessment English.

How to complete the paper-based IELTS Listening answer sheet

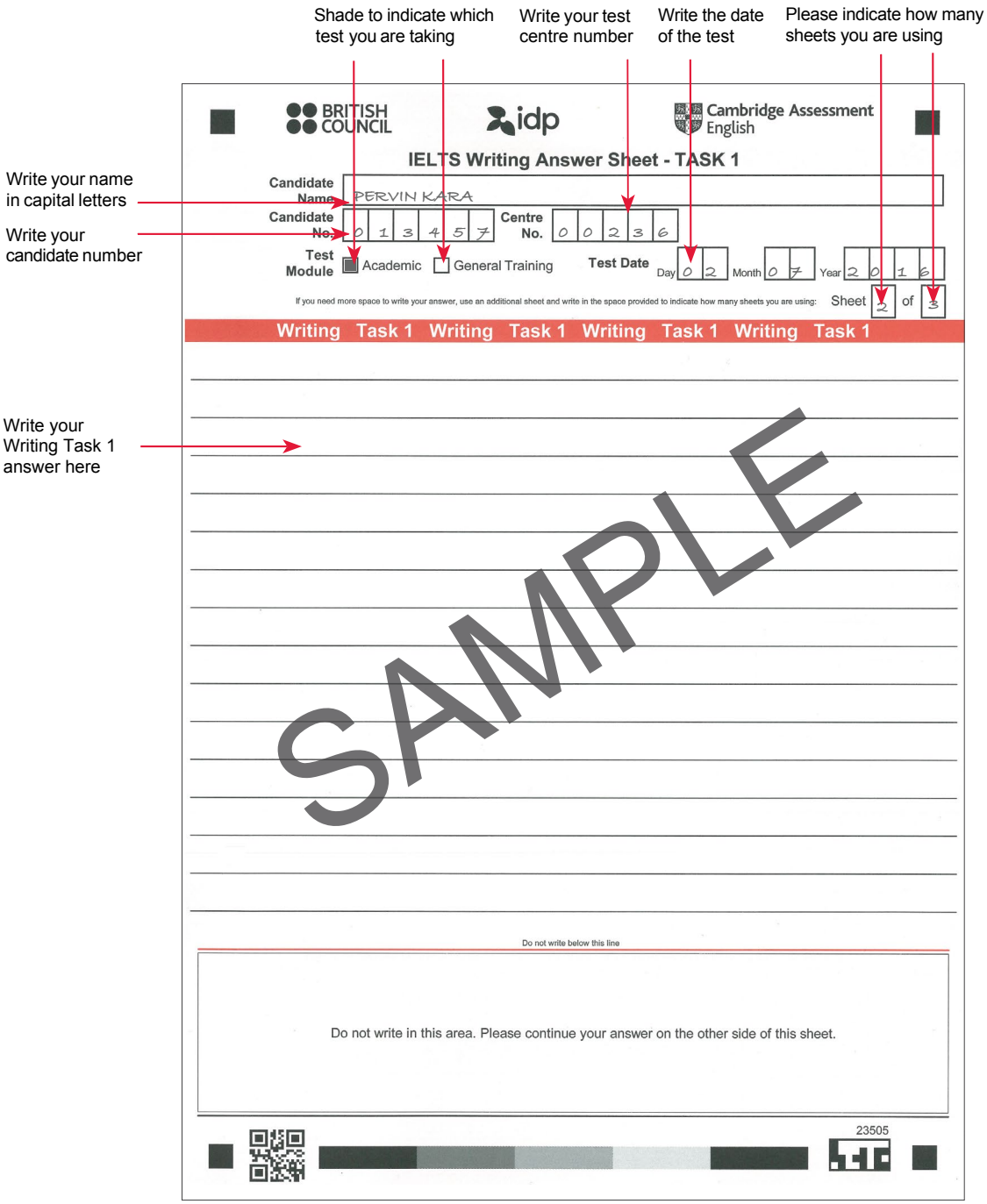
In the paper-based IELTS Listening test you will be required to complete an answer sheet with your responses. Below is a sample answer sheet with tips on how to fill it out correctly.



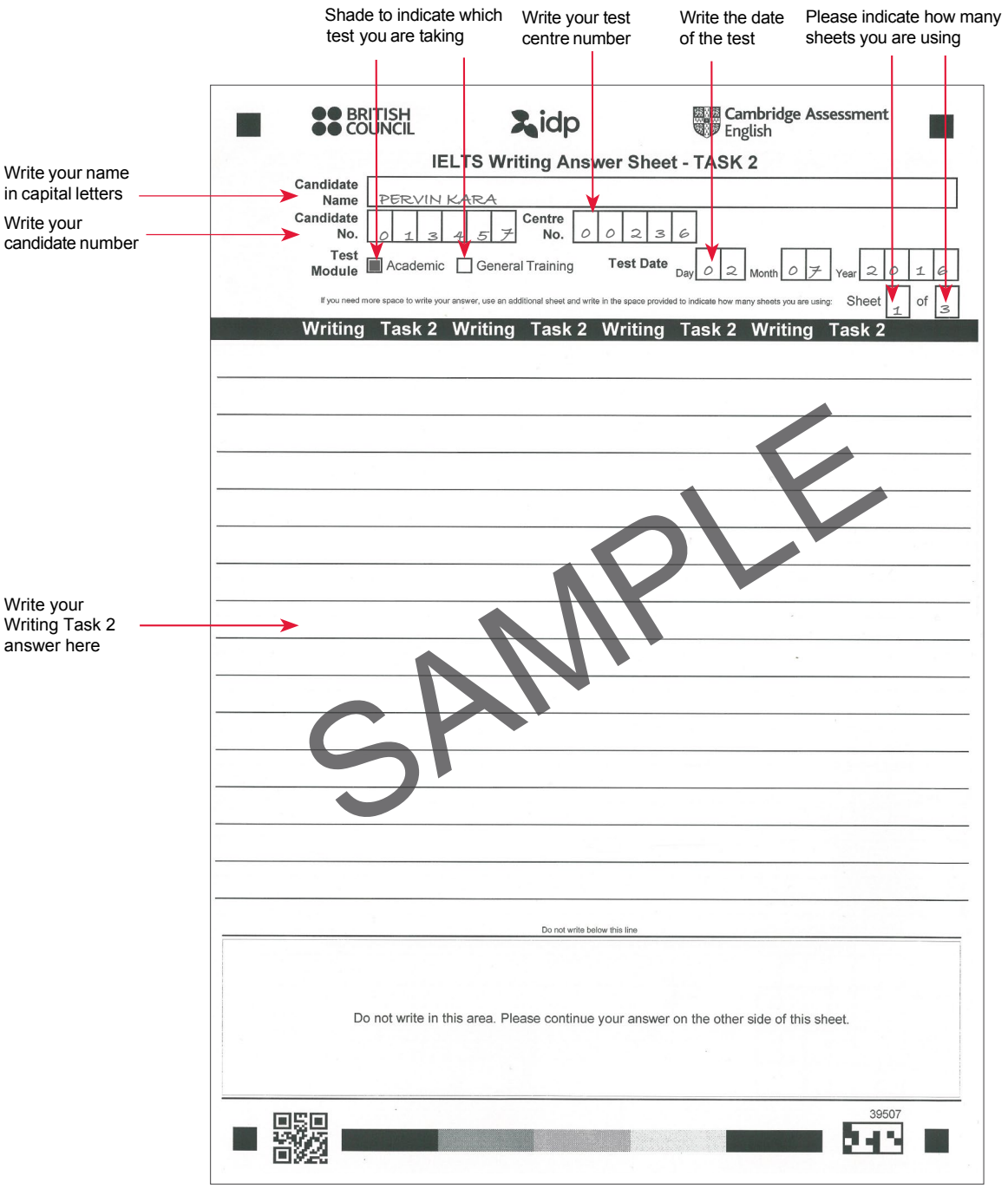
How to complete the paper-based IELTS Reading answer sheet



How to complete the paper-based IELTS Writing Task 1 answer sheet

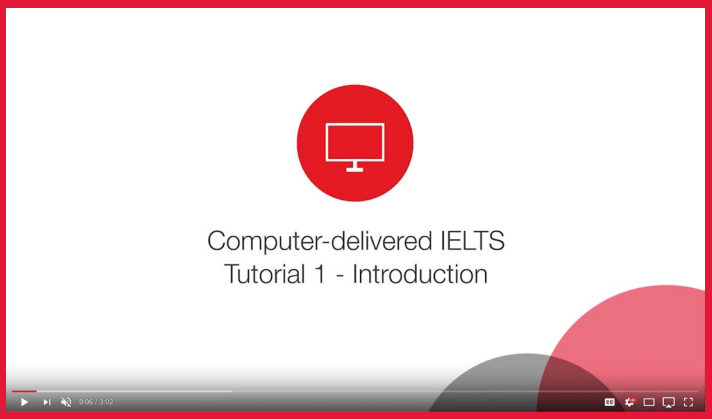

Shade to indicate which test you are taking
Write your test centre number
Write the date of the test
Please indicate how many sheets you are using
Write your name in capital letters
Write your candidate number
Write your Writing Task 1 answer here
BRITISH COUNCIL
idp
Cambridge Assessment English
IELTS Writing Answer Sheet - TASK 1
Candidate Name PERVIN KARA
Candidate No. 0 1 3 4 5 7
Centre No. 0 0 2 3 6
Test Module Academic General Training
Test Date Day 0 2 Month 0 7 Year 2 0 1 6
If you need more space to write your answer, use an additional sheet and write in the space provided to indicate how many sheets you are using: Sheet 2 of 3
Writing Task 1 Writing Task 1 Writing Task 1 Writing Task 1
SAMPLE
Do not write below this line
Do not write in this area. Please continue your answer on the other side of this sheet.
23505

How to complete the paper-based IELTS Writing Task 2 answer sheet

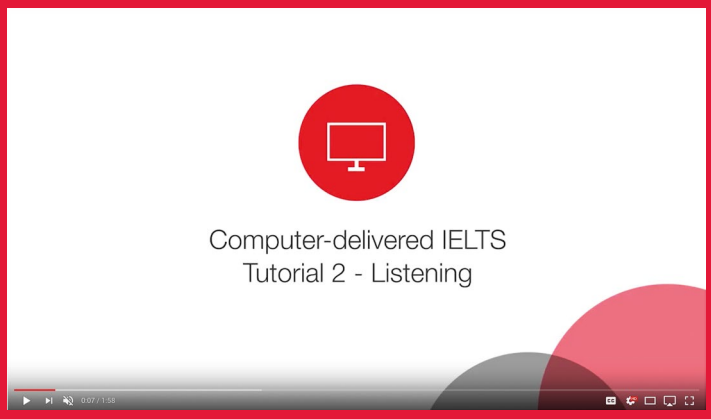

Shade to indicate which test you are taking
Write your test centre number
Write the date of the test
Please indicate how many sheets you are using
Write your name in capital letters
Write your candidate number
Write your Writing Task 2 answer here
BRITISH COUNCIL
idp
Cambridge Assessment English
IELTS Writing Answer Sheet - TASK 2
Candidate Name
PERVIN KARA
Candidate No.
0 1 3 4 5 7
Centre No.
0 0 2 3 6
Test Module
Academic
General Training
Test Date
Day 0 2 Month 0 7 Year 2 0 1 6
If you need more space to write your answer, use an additional sheet and write in the space provided to indicate how many sheets you are using:
Sheet 1 of 3
Writing Task 2 Writing Task 2 Writing Task 2 Writing Task 2
SAMPLE
Do not write below this line
Do not write in this area. Please continue your answer on the other side of this sheet.
39507

How to complete the computer-delivered IELTS Listening, Reading and Writing tests

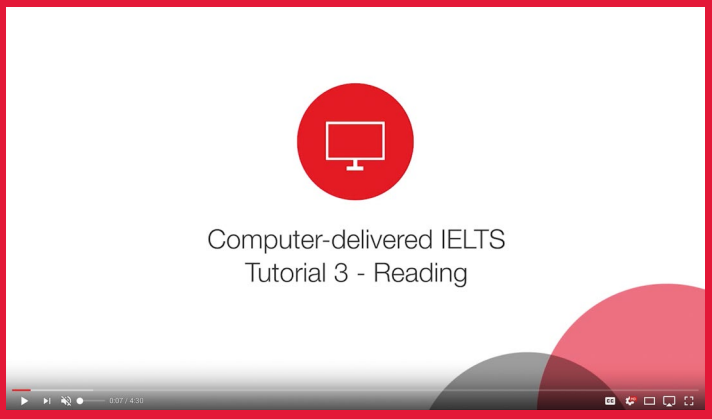
Visit **IELTSessentials.com/oncomputer** for more information and to watch the tutorial videos.



Introduction



Computer-delivered IELTS Listening test tutorial



Computer-delivered IELTS Reading test tutorial

Computer-delivered IELTS Writing test tutorial

Sample speaking tests

Your Speaking test is designed to assess your use of spoken English.

Examiners use detailed assessment criteria to assess your performance. You will be assessed according to four criteria in your Speaking test: Fluency and Coherence, Lexical Resource, Grammatical Range and Accuracy, and Pronunciation.

See recordings of Speaking tests on our YouTube channel: **youtube.com/IELTSessentials**

IELTS preparation checklist

Preparing for IELTS takes time and requires practise.

Before booking your test for the first time, or re-sitting the test again, ask yourself whether you have taken the necessary steps to ensure you have the best opportunity to succeed. Follow these tips in the months and weeks before your test and you will feel more confident and ready to take the test.

First steps	Tick when complete
• Register for the test. To find a test centre near you or to book your test,visit IELTSessentials.com	☐
• Check the IELTS score required by your chosen university, institution, employer or organisation. You can search a list of more than 10,000 organisations that accept IELTS at IELTSessentials.com. Can't find the organisation you're looking for? Contact the organisation directly to check its IELTS requirements.	☐
Improve your English	
• Taking an English language course is one of the quickest ways to improve your English. The feedback you receive from your teacher will help you improve the specific skills involved in Listening, Reading, Writing and Speaking English.	☐
• Test preparation is different to an English language course, as it will not help improve your English. An IELTS preparation course can help you familiarise yourself with the types of tasks included in an IELTS test. Ask your local IELTS test centre for more information about a preparation course near you.	☐
Use your English every day	
• Listen to English language radio, television and film. You should try to listen to a variety of English accents including American, Australian, British, Canadian and New Zealand.	☐
• Read English publications such as newspapers and magazines regularly.	☐
• Write letters, emails or notes in English whenever possible.	☐
• Speak English with your friends and family.	☐
Practise with sample questions	
• Practise the free IELTS test sample available at IELTSessentials.com/prepare	☐
• Purchase additional online practise tests available at IELTSprogresscheck.com (only available in selected countries).	☐
• Free computer-delivered IELTS practice materials available at IELTSessentials.com/oncomputer will give you an idea of what to expect in the computer-delivered Listening, Reading and Writing tests.	☐
• Use the Official IELTS Practice Materials (two books available), which include sample questions and sample responses with examiner comments. Purchase these online or from your local test centre.	☐
• There is a wide range of IELTS preparation material available for purchase at bookshops and online. For a list of popular books visit IELTSessentials.com/purchase	☐
The day before the test	
• Re-read the Information for Candidates booklet and Notice to Candidates again to ensure that you understand the test format and rules.	☐
• Plan your journey – ensure you know how to get to the test venue so that you arrive in time. Also get plenty of rest the night before your test to help you feel more relaxed on the day.	☐
Test day	
• Allow plenty of time to travel to the test venue to ensure you arrive on time.	☐
• Bring your passport/national identity card with you. You must have the same identification that you provided on your IELTS Application Form or you will not be able to take the test.	☐
• Bring stationery: pencils and erasers that you need for the test.	☐

What to expect on test day

Understand how a test day is run so that you arrive prepared and can focus on doing your best.

The Listening, Reading and Writing tests are always taken on the same day, in the same session. The order in which these tests are taken may vary. The Speaking test may be taken on the same day or up to seven days before or after the written tests, depending on your test centre.

The IELTS test implements sophisticated biometric security measures that protect test takers and organisations from attempts to cheat. Below is an overview of what you can expect on test day.

Arrive early

You should arrive early for your test in order to allow time for you to register and be seated for the test. Please refer to your booking confirmation for details. If you arrive late, you may not be allowed to take the test.

Check in your personal items

No personal items can be taken into the test room (except for religious reasons). Test day staff will collect and safely store your personal belongings. Items that are forbidden from the test room include: mobile phones, wrist watches, hand-held computers, cameras, hats, scarves, wallets, books, notes and food.

ID check

When you register on test day, a member of staff will check your identification (ID). Your ID must be the same ID that you used when you booked the test. It must also be valid (unexpired) and have a recognisable photo of yourself. If you booked your test at a test centre then a photograph and finger scan may have been taken already. If not, these will be taken when you arrive on test day. Before you enter the test room, your finger will be scanned again to verify your identity.

Entering the test room

When it is time to enter the test room, a test invigilator will guide you to your seat. Do not write any notes. You are not permitted to speak to any other test takers. If you have a question, put up your hand and a member of staff will assist you. On your desk, you are only allowed to have drink that is in a transparent bottle.

Breaks

You are not permitted to leave while instructions are being given by the invigilator. If you need to leave the test room to go to the bathroom at any other time, raise your hand and ask a staff member.

Asking for help

If you have a problem (e.g. if you think you have been given the wrong paper, you cannot hear the instructions, or you feel ill) raise your hand to attract the attention of the invigilators. Please note that the invigilator will not provide any explanation of the questions.

End of the test

You cannot leave your seat until you have been instructed to leave. If you finish early you must wait quietly until the test is finished and you are advised that you can leave. You must leave any notes and materials on the desk.

Collect your belongings before you leave the test centre.

Getting your results

In computer-delivered IELTS, your provisional results will be available in 5-7 days.

In paper-based IELTS, your provisional results will be available online 13 calendar days after the test.

You can check your results at https://results.ieltsessentials.com/

You can collect your Test Result Form from the test centre or have it posted to you depending on what was specified at the time of registration.

Receiving your results

You will receive a Test Report Form, which reports a score for each of the four skills (Listening, Reading,Writing and Speaking), as well as an overall band score.

Half band scores may be awarded to indicate a strong performance within a particular band. You can find more information on score processing and score interpretation at IELTSessentials.com/criteria.

You will receive only one copy of the Test Report Form. It's important that you keep it safe as replacement Test Report Forms cannot be issued. You can request for copies of your Test Result Form to be sent directly up to five recognizing organizations (academic institutions / government agencies / professional bodies / employers) per application. The Test Report Form will not be sent to migration or education agents.

Preview your results online

In paper-based IELTS, you can preview your results online 13 calendar days after the test. In computer-delivered IELTS, you can preview your test results online in 5-7 days. Results remain online for 28 days. Please note that the online preview of results should not be used as an official confirmation of your performance.

Your scores explained and advice to improve your scores

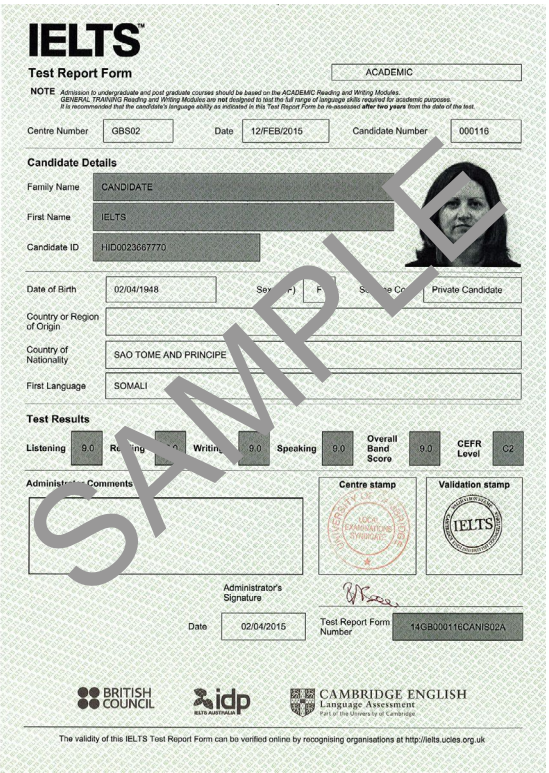
When you log on to results.ieltsessentials.com to see your results, you will be able to receive feedback on your performance for each of the skills. You will also receive advice on how to improve your performance in order to attain the next level. This advice is to be used for guidance only.

Re-taking IELTS

There are no restrictions on re-taking the tests. You can register for a test as soon as you feel you are ready to do so. Please note that your score is unlikely to increase unless you make a significant effort to improve your English before re-taking the test. More information is available from IELTSessentials.com/resitting.

Results validity period

Organisations will not usually accept a Test Report Form that is more than two years old unless you provide evidence that you have actively maintained or tried to improve your English since taking the test. The IELTS Test Partners cannot confirm the validity of test results that are more than two years old.



Copies of your Test Report Form are available for up to two years from your test date.

To request copies of your Test Report Form, speak with your test centre.

Enquiries on results

If you are unhappy with your test result, you can apply for a re-mark (Enquiry on Results) at the centre where you took the test. You must make the application no later than six weeks after the test date. You can choose which test sections are re-marked. There is a fee for this service, which will be refunded if your score on any section is increased. Enquiries on Results take two weeks to complete.

Find a test near you

Available from more than 1,200 locations in more than 140 countries, there's an IELTS test near you.

1. Find your preferred test centre

Contact details for all IDP IELTS test centres can be found at IELTSessentials.com/testcentres, where you can make a test booking online or, for some test centres, download an application form for submitting in person or via post.

2. Submit your registration

Contact details for all IDP IELTS test centres can be found at IELTSessentials.com/testcentres, where you can make a test booking online. For some test centres, you can download an application form for submitting in person or via post. Please check with the test centre if they accept applications via post.

With your application, you will need to provide a clear colour scan or photocopy of your identity document. You will also need to list the number of your identity document. The identity document must be valid at the time of registration and the same ID document must be presented on the day of the test.

3. Receive confirmation

The test centre will give you written confirmation of the date and time of the test. Your Speaking test time will be scheduled on the same day as the Listening, Reading and Writing tests or on a different day within a seven-day window before or after the tests. The test centre will confirm your Speaking test time.

Get more preparation material and advice

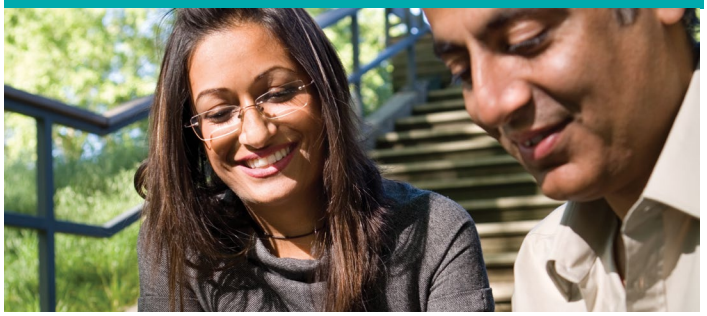
IDP Education offers several ways to help you prepare for your IELTS test

Attend an IELTS Masterclass

An IELTS Masterclass is a free seminar that helps you understand the assessment criteria, common mistakes to avoid in your test and what examiners are looking for when scoring you.

IELTSessentials.com/masterclass

Get the IELTS Official Practice Materials



IELTS offers two volumes of official practice materials to help you understand the format of the test and the types of questions. Both volumes have samples for Reading, Listening, Writing and Speaking.

IELTSessentials.com/purchase

Take an Official IELTS Practice Test Online

IELTS Progress Check* provides access to online practice tests marked by IELTS experts. Completed tests are marked by IELTS' trained and qualified markers. You will receive a detailed report including an indicated overall test band score as well as a band score for each section of the test within 5 days after completing your IELTS Progress Check practice test.*

IELTSprogresscheck.com

**Only available in selected countries*

Get FREE access to an online preparation course

Practice IELTS for FREE*
Get 30 days free access
Final practice listening test
Audio controls
How do you write about a graph/table/chart?
How should I organise my time for Task 1
Topic
Direct Question
Indirect Question

IDP Education has partnered with Macquarie University to provide IELTS test takers with access to a comprehensive online preparation course for the IELTS test. When you book your test with one of our participating test centres, you'll receive a special link to activate your free module. Don't sit your English test unprepared.

IELTSregistration.com

**Participating test centres only*

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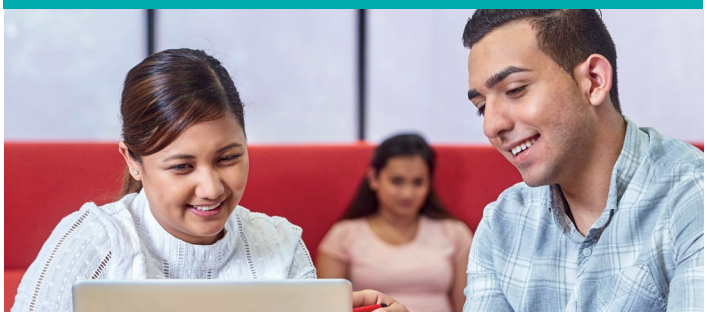
Gain practical tips and advice

Read our official blog



IELTS welcomes you to read and share our fortnightly updated informative blog, which contains essential articles written by IELTS experts.

IELTSessentials.com/blog ▶

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Our IDP IELTS YouTube channel will help you prepare for your IELTS test. Subscribe now to get the latest advice and IELTS tips on how to succeed in your English test.

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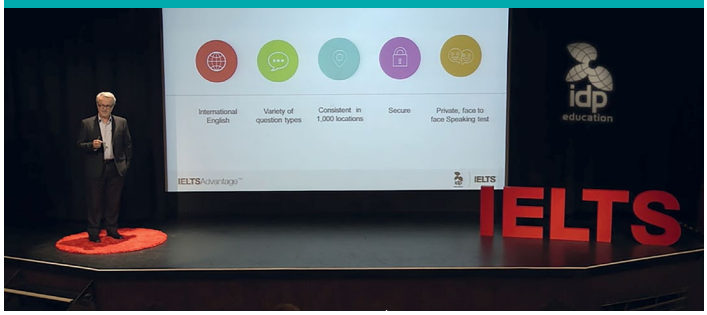
Your very own IELTS expert



Watch this IDP Education video featuring more than 40 minutes of IELTS tips, presented by IELTS expert Don Oliver.

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